

Standard:

3rd Grade 3.2.1.1 Identify the study of communities using the compass rose.

Purpose:

- The students will use intermediate directions when traveling to various locations.

Materials needed:

- Playground balls

Instructions:

- Eight boys and girls will form a circle. One student will be in the center of the circle with the ball.
- The students in the circle should be aligned to represent the intermediate directions on a compass rose.
- The teacher then shouts out a direction and the person in the middle has to throw the ball to the person who is standing in the spot that represents that direction.
- That person then has to throw the ball back to the center person.
- Be sure to rotate the person in the middle and the positions on the outside circle.
- If you have some boys and girls that have to sit out, they may take turns calling out the directions.
- When the ball is thrown to the correct person, all students hold hands and skip to the middle and back out again.

Adaptations:

- The game could be played with just cardinal directions for younger students.

References:

- None

Standard:

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| 4 th Grade | 4.2.1 Analyze the design and purpose of various patriotic celebrations and symbols. |
| 5 th Grade | 5.2.2 Interpret slogans, patriotic excerpts from notable speeches, and documents in United States History. |

Purpose:

- 4th Grade-The students will identify various symbols, people, and celebrations while other students are drawing clues to help.
- 5th Grade-The students will identify various patriotic slogans, notable speeches, documents in US history while other students are drawing clues to help.

Materials needed:

- White board
- Markers
- Cards with answers written on them (Ex. Mount Rushmore and Statue of Liberty)

Instructions:

- Divide the class into two groups.
- One at a time a student will draw a card and go to the white board to draw three (3) clues (without drawing the answer) for their team to guess.
- If the team guesses the answer correctly they will receive a point, and the other team needs to perform 10 jumping jacks.
If they are incorrect they will perform 10 jumping jacks.
- The team with the most points wins.

Adaptations:

- None

References:

- None

Standard:

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| 3 rd Grade | 2.1.1 | Integrate the study of communities through map work. |
| 4 th Grade | 2.1.3 | Use appropriate maps for a specific purpose. |
| 5 th Grade | 2.1.2 | Determine the purpose of and use appropriate maps. |

Purpose:

- The students will review things on a map.

Materials needed:

- None

Instructions:

- Divide the class into two (2) equal teams standing on either side of a center line.
- One team is the “true” team and one team is the “false” team.
- Each team has a goal on either side of the centerline.
- When the teacher gives a true statement about maps the true players run for their goal, chased by the false team.
- If tagged, the members of the true then become members of the false team.
- The opposite happens with a false statement.
- The team that has the most players at the end of the playing time is the winner.

Adaptations:

- None

References:

- None

Standard:4th Grade

1.2.1 Trace the history of South Dakota with emphasis on notable South Dakotans.

Purpose:

- The student will identify famous South Dakotans with the contribution they made to South Dakota.

Materials needed:

- Index cards
- Markers

Instructions:

- The teacher will write something a famous South Dakotan contributed to South Dakota.
- You will need to make one set for each group. (number of groups will depend on how many students you have in your classroom)
- Put students in groups of five (5).
- Place cards face down approximately 30 yards from each group of students.
- Designate one student to be the keeper of the cards.
- One student from each group will go to the starting line. As the teacher says the name of a famous South Dakotan, that student from each group will run to their pile and flip cards until they find the correct answer.
- As they cross the finish line they will hand the card to the “keeper”.
- The keeper must be sure to keep the cards in the correct order.
- Go through the lines until all names have been revealed.
- Have the kids sit in their desks with all of the “keepers” standing at the front of the room.
- Review each famous South Dakotan as you go over the correct answers.
- You can keep track of correct answers for each group by using tally marks on the board.

Adaptations:

- Cards can be placed face up to make activity move faster.
- This can be used with many different subjects.

References:

- None

Standard:3rd Grade

3.1.4 Construct and label a landform map of the United States.

Purpose:

- The students will use yarn to outline the shape of the states and landforms.

Materials needed:

- Yarn (black-states, green-mountains, blue-water, brown-desert)
- United States Map

Instructions:

- Students will pair up to play “Trace and Travel”.
- One student will call out a state for their partner to outline with their yarn.
- After they have outlined the state they will be required to tell what direction we would travel to get to their state from our state.
- If the state has mountains, the students will use green yarn to form mountain, etc.
- Both students will get up and skip around the outline of the state.

Adaptations:

- None

References:

- None

Standard:5th Grade

5.1.1 Identify examples from history of conflicts over rights, resolution, and people.

Purpose:

- The students will explore the historical acquisitions of government power in relation to the needs of the United States citizens.

Materials needed:

- Two bells (noisemakers)

Instructions:

- Students form two (2) teams standing in a line directly across from each other. Each team will hold hands.
- Place the bells about 10-20 feet away from the lines.
- The first person in each line will be asked a question, "Who was Harriett Tubman?"
- As soon as the first person knows the answer, they squeeze the hand they are holding.
- The second person quickly raises their arm high in the air and squeezes the other hand of the person standing next to them (chain reaction).
- Each person continues raising arms and squeezing hands until the last person receives the final squeeze.
- When this happens the last person runs, hops, or skips to the bell and rings it.
- This is the signal for the first person to yell out the answer to the question.
- Keeping score is optional.
- The last person in line then moves to the front of the line and the student's slide down one spot and the process is repeated.

Adaptations:

- May have more than two teams.
- May be used in any subject area as an assessment, review for a test, or a class game.

References:

- None

Standard:

4th Grade 2.1.1 Differentiate between state and national boundaries.

Purpose:

- The students will differentiate the different states.

Materials needed:

- Softball

Instructions:

- Students stand by their desk or form a circle.
- Ball must be thrown underhand only.
- Teacher begins by tossing the ball to a student and naming a state.
- Student then names another state and passes the ball to someone else.
- When someone duplicates an answer or cannot come up with an answer, then that individual is out.

Adaptations:

- Capitols
- Presidents
- South Dakota cities, towns, or counties
- 13 Colonies

References:

- None

Standard:

4th Grade 1.2.1 Define regions as categorized by geographic location.

Purpose:

- The students will identify regions as categorized by geographic location.

Materials needed:

- None

Instructions:

- Each corner of the classroom is identified as a specific region.
- Students are asked to quietly walk to a region (corner of the room).
- One student is “it” and moves to the front of the room.
- This person then hides their eyes while counting to 10.
- As the student is counting, the other students are quietly changing corners.
- Once the “counter” reaches 10, all students are to be in a corner.
- The “counter” then keeps his/her eyes closed and selects a region and states two facts.
- If the facts are correct the students in that region need to sit down.
- If the facts are incorrect the student “it” needs to sit down.
- All students in the selected corner are to have a seat and are out of the game.
- Repeat the process until one (1) student remains.
- The winner may be the counter the next time the game is played.
(As the number of students decrease in the game, a region or two may be eliminated to speed up the process of the game)

Adaptations:

- The teacher may select a specific skill that the students must do when switching corners. (jog, skip, jog, hop, gallop, etc.)

References:

- None

Standard:

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| 3 rd Grade | 1.2.1 To identify the different people in the civilizations and cultures over time. |
| 4 th Grade | 1.2.1 To identify the different people in the civilizations and cultures over time. |
| 5 th Grade | 1.2.1 To identify the different people in the civilizations and cultures over time. |

Purpose:

- The students will pretend to be a person from a specific time era.

Materials needed:

- Slips of paper with names of people on them
- Hat or bowl

Instructions:

- Teacher will select a student to begin the activity.
- Student will reach into the hat and pull out a slip of paper.
- The student then act out the part of the character and the class will try to predict who the person is. (charades)
- After three incorrect guesses a new person is selected to try to recreate the part and add more detail, etc.

Adaptations:

- Community people
- Famous explorers
- Native Americans
- Famous people from South Dakota
- Presidents

References:

- None